Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1
Clear Creek Independent School District	746001592	2425 E. Main Street

Mailing address line 2	City	State	ZIP Code
	League City,	TX	77573

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
084910	Multiple	4	TX-014	088366125

Primary Contact

First name	M.I.	Last name	Title
Cindy		Stamps	Director of Federal Programs
Telephone #		Email address	FAX #
281-284-0103		cstamps@ccisd.net	281-284-9924

Secondary Contact

First name	M.I.	Last name	Title
Chris		Kidwell	Grant Writer
Telephone #		Email address	FAX #
281-284-0018		ckidwell@ccisd.net	281-284-9924

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Greg		Smith, Ph.D.	Superintendent
Telephone #		Email address	FAX #
281-284-0000		grsmith@ccisd.net	281-284-9924
Signature (blue ink preferred)			Date signed
			1/21/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

| County-district number or vendor ID: 084910 | Amendment # (for amendments only): |

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

CCISD is submitting this application for the Educator Effectiveness Innovation Program (EEIP) in order to build a stronger teacher workforce that will better support student achievement. More specifically, the district wishes to better integrate and strengthen a variety of recruitment and induction, mentoring and coaching, teacher evaluation, and professional development initiatives that the district has undertaken in recent years. This Educator Effectiveness Plan will provide greater support at the campus level to encourage new and less-experienced teachers so that they can persist and thrive through the challenging first three years of teaching. The plan also promotes the growth and development of teacher-leaders, and strengthens the coaching, evaluation and professional development framework that surrounds these teachers. CCISD hires around 300 teachers each year, approximately 100 of whom are new to teaching altogether. While we provide extensive support to these new teachers through a week-long New Teacher Orientation and through a year of mentoring, the challenges a new teacher faces extend beyond these supports, and well past the first year of teaching. The EEIP presents a particularly good opportunity for CCISD to better integrate and strengthen this system of supporting new teachers and growing teacher-leaders to improve student learning.

To plan and develop this proposal, CCISD first formed a Project Team of district-level personnel including the Executive Director for Professional Learning, the Executive Director for Curriculum and Instruction, the Director of Assessment and Evaluation, the Director of Federal Programs, and the Grant Writer. The charge for the Project Team comes from the Superintendent, who is authorized by the CCISD Board of Trustees to seek grant funding to support instruction, and who delegates specific grant-seeking program planning tasks to the Deputy Superintendent for Curriculum and Instruction and related staff. In developing the EEIP budget, the Project Team met several times over a two-month period to determine what strategies and services would best serve the purposes of the CCISD Educator Excellence Plan. Once the project team had specified what program activities were needed, the team then determined the number and type of positions needed to manage these activities, focusing on support at the campus-level, especially for new and less-experienced teachers. The budget also includes training for a number of mentors, coaches, and other personnel, as well as strategic compensation for the additional responsibilities that these teacher-leaders will assume.

Together, the Project Team designed a needs assessment progress that would aggregate, compare, and synthesize the results of several different data sources, along with knowledge that the Project Team has of specific campus need. Though CCISD has over 4,800 teachers serving more than 40,000 students, the Project Team identified a particularly high-need feeder pattern—along with a district charter high school—that will benefit greatly from the program. These campuses feature 340 teachers serving 4,492 students from a variety of backgrounds and abilities. Of the five participating campuses, four are Title I School Wide program schools, with the five serving over 1,840 (41.1%) economically disadvantaged students. With these campuses were identified, the Project Team expanded to include the principals of each campus. The principals met with their campus administrators and other instructional leadership to determine individual campus needs and report back to the Project Team, which then integrated this input from the district- and campus-level survey data. This Needs Assessment is described in greater detail in Schedule 14, Needs Assessment.

The CCISD Educator Effectiveness Plan calls for collaborative management within the Department of Curriculum and Instruction, with primary leadership provided by the Executive Director for Curriculum and Development, who will work in close collaboration with the Executive Director for Professional Learning, campus administrators, and the Grant Team to ensure program success. This proposal describes the management plan in greater detail in Schedule 14, Management Plan. Regarding evaluation, all programs in CCISD undergo a Program Review periodically. Conducted by the Department of Assessment and Evaluation, Program Reviews evaluate a project's effectiveness based on its stated goals and objectives, the results it has achieved, and a cost/benefit analysis. The EEIP program will be measured against the Performance Measures published in the Program Guidelines, as well as its adherence to the CCISD District Improvement Plan.

This application completely and accurately addresses all statutory requirements of the EEIP program within the appropriate sections of Schedule #16. Under Statutory Requirement 1, the application describes how the proposed

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program will support new teachers—including teachers new to the district, their campus, or to the profession--through effective mentoring to support their professional growth and support student success; through New Teacher curriculum courses for first- and second-year teachers; and through "Custom Coaching" that will focus content- and/or grade-specific coaching on the teachers who most need it at each participating campus.

Under Statutory Requirement 2, the application describes the plan to support improved teacher effectiveness through a series of observations that will help teachers set and reach self-improvement goals each year. Teachers will undergo at least four observations throughout the school year focusing on significant areas of support identified in research and previous observations. These observations will be performed by campus administrators, instructional leaders, content and/or other instructional coaches, and mentors.

Under Statutory Requirement 3, the application describes the plan to use a dual formal teacher evaluation process to evaluate teachers at their level of growth and development, using an evaluation rubric that best fits their experience and skills level at the time of evaluation. CCISD will use both PDAS and LEADS ("Lead Educator Appraisal and Development System", which evaluates teacher effectiveness across three domains: Instruction, Professional Development, and Interpersonal and Professional Conduct.

Under Statutory Requirement 4, the application describes how the CCISD Educator Excellence Plan calls for extensive modifications to school schedules, professional development calendars, and teacher planning periods to allow for regular collaboration opportunities within the school week. At CCISD high schools, teachers use late-arrival, early-release and teacher in-service days to collaborate. As part of the Educator Excellence Plan, CCISD will formalize these "Collaboration Time" strategies, while also adding more such as an occasional modified seven-period day, the use of substitutes, and common planning periods for teachers in the same content area. The CCISD Educator Excellence plan will also integrate the use of technology as a collaboration tool for teachers.

Under Statutory Requirement 5, the application describes the plan to provide a comprehensive professional learning framework that handles all aspects of the learning process, ensuring that each staff member will participate as part of a collaborative team and a professional learning community, and will continue to improve and reflect on their practice. The plan will achieve this through collaborative professional development opportunities at the district and campus level.

Under Statutory Requirement 6, the application describes the plan to implement a variety of strategic compensation strategies that differentiate compensation based on additional responsibilities that teachers assume. While CCISD currently uses a strategic compensation plan that provides additional compensation for teachers in shortage areas, mentors, and other teachers who accept additional responsibilities, this proposal calls for additional differentiated compensation for teachers who serve as PLC facilitators, mentors and instructional coaches.

Under Statutory Requirement 7 (preferred), the application describes how CCISD utilizes an extensive set of recruitment and hiring processes to determine applicant quality, using a human resources system focused on supporting effective teaching and student achievement. This department supports the district's goal to recruit, develop and retain compassionate, effective, innovative and highly motivated staff.

Under Statutory Requirement 8 (preferred), the application describes the plan to develop new processes to provide professional learning for teachers preparing to advance their role on their campus or within the district (lead mentors, academic coaches, trailblazers, administrators, counselors). The plan also calls for the development of extensive new training materials to meet the needs of each Action Plan with checks and balances.

This proposal answers all TEA program requirements as indicated in the appropriate schedules. The application summarizes the findings of the extensive needs assessment that went into developing the proposal, and specifies a thorough timeline of activities toward successful implementation of the proposal. CCISD is committed to improving teacher effectiveness in the long term, as evidenced by the Board of Trustees having already adopted this strategy within its District Instructional Improvement Plan. This Educator Excellence application is not the first such CCISD initiative, as we continue to identify emerging needs and pursue new sources of funding. Indeed, CCISD has previously requested and was awarded two TEA teacher mentoring grants, both of which the district implemented successfully. CCISD will continue to seek additional resources to support the Educator Excellence Plan, and to provide other supports for new and developing teachers as needed.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 084910   Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through June 30, 2016   Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)			Year 2 (9/1/14 – 6/30/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$705,100	0	$705,100	$705,100	0	$705,100
Schedule #8	Professional and Contracted Services (6200)	6200	$170,000	0	$170,000	$170,000	0	$170,000
Schedule #9	Supplies and Materials (6300)	6300	$110,000	0	$110,000	$110,000	0	$110,000
Schedule #10	Other Operating Costs (6400)	6400	$4,904	0	$4,904	$4,904	0	$4,904
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	0	0	0	0	0
	Total direct costs:		$990,004	0	$990,004	$990,004	$0	$990,004
	1.219% indirect costs (see note):		N/A	$9,996	$9,996	N/A	$9,996	$9,996
	Grand total of budgeted costs (add all entries in each column):		$990,004	$9,996	$1,000,000	$990,004	$9,996	$1,000,000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$1,000,000	$1,000,000
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$100,000	$100,000

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NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

RFA #701-14-101; SAS #181-14
2014–2016 Educator Excellence Innovation Program

Texas Education Agency
Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 084910			Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional				
1 Teacher	1	0	$50,000	$50,000
2 Educational aide			$	$
3 Tutor			$	$
Program Management and Administration				
4 Project director			$	$
5 Project coordinator	2	0	$150,000	$150,000
6 Teacher facilitator	6	0	$330,000	$330,000
7 Teacher supervisor			$	$
8 Secretary/administrative assistant			$	$
9 Data entry clerk			$	$
10 Grant accountant/bookkeeper			$	$
11 Evaluator/evaluation specialist			$	$
Auxiliary				
12 Counselor			$	$
13 Social worker			$	$
14 Community liaison/parent coordinator			$	$
Other Employee Positions				
15 Title			$	$
16 Title			$	$
17 Title			$	$
18		Subtotal employee costs:	$530,000	$530,000
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112 Substitute pay			$35,000	$35,000
20 6119 Professional staff extra-duty pay			$76,000	$76,000
21 6121 Support staff extra-duty pay			$	$
22 6140 Employee benefits			$64,100	$64,100
23 61XX Tuition remission (IHEs only)			$	$
24		Subtotal substitute, extra-duty, benefits costs	$175,100	$175,100
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$705,100	$705,100

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 084910	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0	0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	0	0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	0	0

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	N/A	☐	$0	$0
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$0	0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: Training for content coaches		☐ Yes, this is a subgrant

Describe topic/purpose/service: Provide professional training to teachers who will serve as content coaches.

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions: 1	$15,000	$15,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$15,000	$15,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 084910	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service: Professional Learning Communities training		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Training for teachers, administrators and other instructional leaders.			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
2	Contractor's payroll costs	# of positions: 2	$50,000	$50,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$50,000	$50,000

	Specify topic/purpose/service: JustAsk Training for mentors and coaches		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Training to develop teacher-leaders			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
3	Contractor's payroll costs	# of positions: 4	$105,000	$105,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$105,000	$105,000

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
4	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
5	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID:		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
6	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
7	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
8	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

		Year 1	Year 2
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$170,000	$170,000
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$0	0
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$0	0
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$170,000	$170,000
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$0	$0
	(Sum of lines a, b, c, and d) Grand total	$170,000	$170,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 084910	Amendment number (for amendments only):

Expense Item Description

		Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	N/A			$	$0	0
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$110,000	$110,000
	Grand total:					**$110,000**	**$110,000**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID:		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$0	0
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:	$0	0
	Remaining 6400—Other operating costs that do not require specific approval:	$4,904	$4,904
	Grand total:	**$4,904**	$4,904

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 084910			Amendment number (for amendments only):		
	15XX is only for use by charter schools sponsored by a nonprofit organization.				
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$0	0
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$0	0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 084910	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 4,492

Category	Number	Percentage	Category	Percentage
African American	491	10.93%	Attendance rate	96.9%
Hispanic	1716	38.20%	Annual dropout rate (Gr 9-12)*	.4%
White	2028	45.15%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	89%
Asian ("Other")	261	5.81%	TAKS commended 2011 performance, all tests (sum of all grades tested)	26%
Economically disadvantaged	1848	41.14%	Students taking the ACT and/or SAT*	77.3%
Limited English proficient (LEP)	689	15.34%	Average SAT score (number value, not a percentage)	1574
Disciplinary placements	77	1.71%	Average ACT score (number value, not a percentage)	23.6

Comments

Data collected for categories with an "" are from the 2012-13 Texas Academic Performance Report for Clear Creek ISD that was released in December 2013.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	20	5.92%	No degree	0	0%
Hispanic	72.7	21.38%	Bachelor's degree	259	76.1%
White	243	71.45%	Master's degree	80	23.5%
Asian	4.3	4.24%	Doctorate	1	.4%
1-5 years exp.	106	31.17%	Avg. salary, 1-5 years exp.	$46,977	N/A
6-10 years exp.	87	25.72%	Avg. salary, 6-10 years exp.	$48,803	N/A
11-20 years exp.	89	26.2%	Avg. salary, 11-20 years exp.	$52,957	N/A
Over 20 years exp.	58	17%	Avg. salary, over 20 years exp.	$60,880	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 084910	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	216	235	200	187	193	173	157	266	280	282	656	631	528	488	4492
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	216	235	200	187	193	173	157	266	280	282	656	631	528	488	4492

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	15	14	12	12	12	12	11	20	21	21	54	52	44	40	340
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	15	14	12	12	12	12	11	20	21	21	54	52	44	40	340

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To develop its Educator Effectiveness Plan, CCISD conducted needs assessments at three different levels, involving campus personnel, district personnel, and the community, consulting both ongoing planning tools and recent, project-focused surveys and other input.

First, the project team consulted the CCISD District Improvement Plan, which includes a District Needs Assessment developed with input from various stakeholders throughout the CCISD community, including the district-level planning and decision-making committee (the District Education Improvement Committee, or DEIC. The project team also reviewed existing CCISD professional development plans, including the district's five-year Professional Development Plan, and its Common Learning Framework, both of which describe the overall professional development goals and objectives for the district, and both of which have been reviewed and approved by the DEIC. Staff then examined student performance, demographics and faculty strengths and weaknesses at campuses across the district.

After reviewing these various sources and deliberating as a team, district-level administrators determined that the Clear Creek High School feeder pattern, along with Clear View High School (a district charter), presented the most consistent needs within a single feeder pattern that would benefit the most from the Educator Excellence Innovation Program. Of these five campuses, four are Title I School-Wide program campuses. Therefore, the project team reviewed the prior year Program Review and Needs Assessments for each of these Title I campuses.

The project team then consulted a variety of sources for additional needs data for the participating campuses, including the Campus Instructional Improvement Plan (CIIP) for each campus; surveys that targeted teachers with less than 5yrs experience; and input from campus instructional leaders.

Because the district had recently conducted a survey of teachers regarding the use of new instructional technology, the project team was able to review this survey and parse results from the participating campuses. The team used these survey results to help determine some of the professional development design for the program. The project team also used human resources and related survey data from the participating campuses to review numbers of teachers with limited experience (less than five years), as well as the No Child Left Behind (NCLB) Highly Qualified Reports to determine the educational and certification status of teachers at the participating campuses. Synthesizing the data from these various sources enabled the project team to draw conclusions regarding the professional development needs of teachers at each participating campus.

The project team also reviewed TAKS and STAAR data from the past three years for each campus. These results guided discussions regarding the curriculum, pedagogy and instructional technology support that teachers at these campuses will need.

Lastly, the project team surveyed each teacher at the participating campuses, providing a brief summary of this proposal, and asking whether the teacher supports the proposal. This proposal discusses these results on Schedule #17, under "TEA Program Requirement 1."

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Teachers at all levels and content areas need content and/or grade-level coaching to assist with their understanding of content, assessment, pedagogy and use of instructional technology.	The proposed program will support new teachers—including teachers new to the district, their campus, or to the profession-- through New Teacher curriculum courses for first- and second-year teachers; and through "Custom Coaching" that will focus content- and/or grade-specific coaching on the teachers who most need it at each participating campus.
2.	Teachers need opportunities to learn and grow collaboratively with other teachers and instructional leaders, including time during the regular school week for observation, collaboration, and professional development.	The program will provide a district-level Professional Learning Community (PLC) coordinator to support the implementation of PLCs on each campus and PLCs for principals and other district leaders. The program will: utilize formal and informal student assessment data to determine team learning goals; explore personalized learning opportunities for students; provide common planning time for teachers in ELA, math, science and social studies; and dedicate time weekly during the school day for PLC collaboration and planning.
3.	Less-experienced teachers need mentoring support beyond their first year of teaching. This would require dozens of additional mentors and the resources to provide the necessary mentor training.	The program will expand mentorship offerings to other teachers whose background may not have prepared them fully for an effective teaching career, and provide extensive training to additional, experienced teachers to serve as mentors.
4.	Teachers with three-to-five years of experience need opportunities to grow and develop beyond the traditional classroom teacher role, without leaving the campus.	The project will provide professional learning for teachers preparing to advance their role on their campus or within the district as lead mentors, academic coaches, trailblazers, administrators, or counselors. A job-embedded teacher-leader development program called "Leaders in the Classroom" will enable teachers to prepare for leadership roles without leaving the classroom.
5.	The district needs a system to better integrate its recruitment, retention, evaluation and professional development initiatives.	Provides additional district- and campus-level support for teacher effectiveness through the use of two Professional Learning Community (PLC) Coordinators, and PLC Leads at each campus.

Schedule #14—Management Plan

County-district number or vendor ID: 084910	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Exec. Dir., Curriculum & Instruction	Master's Degree, Minimum of ten years successful teaching experience plus five years as a campus or district administrator, Valid Texas Teacher Certificate, superior understanding of PLCs and the Common Language Framework (CLF). Strong leadership and interpersonal skills.
2.	Professional Learning (PLC) Comm. Coord.	Bachelor's Degree, Minimum of ten years successful teaching experience plus at least three years working with PLCs, Valid Texas Teacher Certificate, effective communication and interpersonal skills, strongly self-motivated, strong organizational skills.
3.	Campus PLC Leads	Bachelor's Degree, Minimum of three years teaching experience, experience with PLCs, Valid Texas Teacher Certificate, effective and positive communication and interpersonal skills, strong team-building skills, superior organizational skills.
4.	Content/ Coaches	Bachelor's Degree, Minimum of three years teaching experience, experience teaching in the content area, Valid Texas Teacher Certificate, effective and positive communication and interpersonal skills, understanding of the Common Learning Framework (CLF), additional training.
5.	New Teacher Mentors	Bachelor's Degree, Minimum of three years teaching experience, experience teaching in the grade level and/or content area, Valid Texas Teacher Certificate, effective and positive communication and interpersonal skills, understanding of the CLF, additional training.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Provide Custom Coaching (content- and/or grade-specific) to newer teachers.	1.	Identify content areas, levels, etc that need coaches	04/01/2014	09/01/2015
		2.	Identify Custom Coaching candidates	05/01/2014	08/01/2015
		3.	Train 6 Custom Coaches to assume leadership role	06/01/2014	08/01/2015
		4.	6 Custom Coaches provide support to teachers	08/01/2014	06/30/2016
		5.	Evaluate Custom Coaching program effectiveness	05/01/2015	06/30/2016
2.	Establish Professional Learning Communities (PLCs)	1.	Use PLC Coordinators to support PLC development	06/01/2014	06/30/2016
		2.	Train PLC leads at each campus	06/01/2014	08/01/2015
		3.	Provide weekly collaboration time for PLCs	09/01/2014	06/01/2016
		4.	PLC leads and teachers evaluate, observe, etc	09/01/2014	06/01/2016
		5.	Evaluate PLC program effectiveness.	05/01/2015	06/30/2016
3.	Support less-experienced teachers through effective mentoring.	1.	Identify up to teachers who need mentoring	08/01/2014	09/30/2015
		2.	Recruit up to 38 new or renewed mentors	06/01/2014	08/01/2015
		3.	Provide mentor training to all CCISD mentors	07/01/2014	09/30/2015
		4.	Mentors/mentees collaborate, observe, etc.	08/15/2014	06/01/2016
		5.	Evaluate Mentor Program Effectiveness (annual)	05/01/2015	06/30/2016
4.	Enable teachers to prepare for leadership roles without leaving the classroom.	1.	Identify potential teacher-leaders at each campus	05/01/2014	06/30/2016
		2.	Provide leadership training to at least 76 teachers	06/01/2014	06/30/2016
		3.	Promote 76 teachers into PLC lead or mentor roles	08/01/2014	06/30/2016
		4.	76 teachers provide support to other teachers	08/01/2014	06/30/2016
		5.	Evaluate the job-embedded teacher-leader program	05/01/2014	06/30/2016
5.	Support campus PLCs through PLC Coordinators and PLC Leads at each campus.	1.	Hire two PLC Coordinators	04/01/2014	06/01/2014
		2.	Train PLC Coordinators in CLF, PLC concepts, etc.	05/01/2014	06/30/2016
		3.	Coordinators provide support to campus PLCs	06/01/2014	06/30/2016
		4.	Campuses train and promote up to 38 PLC Leads	08/01/2014	06/30/2016
		5.	Campus Collaboration take place weekly	08/15/2014	06/30/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD maintains an effective administrative structure and communication protocols to ensure continuous improvement in all programs. For this grant, CCISD has a developed a Project Team that will include the Executive Director for Curriculum and Instruction, the Executive Director for Professional Learning, and the Principals of each participating campus. The proposal also calls for CCISD to hire two Professional Learning Community (PLC) Coordinators who will manage the day-to-day activities of the grant.

The PLC Coordinators will maintain regular telephone and e-mail contact with campus PLC Leads, Campus Administrators, teacher mentors, and content/curriculum coaches in order to coordinate activities, solicit feedback, and address any problems that arise. The Project Manager will have telephone or e-mail contact with the PLC Coordinators at least weekly, and meet in person at least monthly. The PLC Coordinators will also provide monthly progress reports to the Project Manager and the Grant Team. These reports will include a summary of the performance measures recorded and/or reported to date, so that all parties can review and ensure adequate progress.

If the project staff and/or the Grant Team find that a procedure is not meeting the needs of a campus or program, leadership may adjust the management plan to address specific campus and/or program needs with the consent of the district Project Manager. Project staff will include documentation of any changes to the management plan as part of supporting evidence in program evaluation materials.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD's Educator Excellence proposal combines both new and ongoing initiatives to develop a program that will build capacity to improve educator effectiveness beyond the grant period. Its initiatives build on current CCISD recruitment and retention, mentoring, coaching and professional development programs to focus resources directly on teachers and campuses who need them the most. By building strategically on existing programs, this proposal will maximize the effectiveness of grant resources.

CCISD is committed to improving teacher effectiveness in the long term, as evidenced by the Board of Trustees having already adopted this strategy within its District Instructional Improvement Plan. This Educator Excellence application is not the first such CCISD initiative, as we continue to identify emerging needs and pursue new sources of funding. Indeed, CCISD has previously requested and was awarded two TEA teacher mentoring grants, both of which the district implemented successfully. However, CCISD has hired thousands of new teachers in years since, presenting an ever-growing need for additional professional development, mentoring and coaching.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Evaluation of Mentor/Mentee program quality and participation.	1.	Number of teachers assigned a mentor.
		2.	Average number of release-time hours for mentee/mentor collaboration.
		3.	Attrition rate of teachers assigned a mentor through EEIP.
2.	PDAS and/or LEADS Evaluation/Observation.	1.	Average score for each observation conducted, by observation number.
		2.	Average numeric increase or decrease each year in each domain.
		3.	Number of faculty or staff (not Prin or AP) trained to conduct observations.
3.	Evaluation of PLC Implementation Quality	1.	Average number of collaboration hours per week during the school year.
		2.	Student-growth data.
		3.	Subjective feedback (survey) of instructional leaders, teachers, students.
4.	Evaluation of Custom Coaching Program Effectiveness.	1.	Number of teachers receiving Custom Coaching on their campus.
		2.	Number of teachers who receive additional training as a Custom Coach.
		3.	Subjective feedback (survey) of instructional leaders, coaches, teacher.
5.	Evaluation of Career Pathways Program Effectiveness.	1.	Number of teachers who participate in leadership training.
		2.	Number of teachers who assume a teacher-leader or other leadership role.
		3.	Number of teachers receiving additional or differentiated compensation.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The PLC Coordinators will oversee the collection of data on the mentor and Custom Coaching programs, track and report the aggregate results of the PDAS and LEADS observations and evaluations, and provide data for evaluation of the Professional Learning Community (PLC) implementation. The Department of Assessment and Evaluation will conduct a program review annually to measure effectiveness against TEA and CCISD performance measures.

Several CCISD employees will ensure activities are completed according to the proposed timeline. The Project Manager (Executive Director for Curriculum and Instruction) will maintain regular contact with the Professional Learning Community (PLC) Coordinators for project updates, progress and performance reports, and any problems. Also, the Grant Team (the Director of Federal Programs, the Grants Accountant, and the Grant Writer) will monitor spending and ensure that program activities occur on schedule. The PLC Coordinators will solicit feedback from the advisory committee, staff and participants to ensure continuous improvement. Should flaws appear, staff will consult and act quickly to correct problems and ensure project success.

District staff will maximize cost effectiveness by using existing personnel, facilities, and other resources to add value to the project. Neither the Project Manager nor any member of the Grant Team will be funded by this grant, but all will commit time to monitoring the program. The project will be focus primarily on Title I campuses that receive constant attention from district personnel to help maximize coordination of community, state, and federal resources available.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084910	Amendment # (for amendments only):

Statutory Requirement 1: <u>Required</u> - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The proposed program will support new teachers—including teachers new to the district, their campus, or to the profession--through effective mentoring to support their professional growth and support student success; through New Teacher curriculum courses for first- and second-year teachers; and through "Custom Coaching" that will focus content- and/or grade-specific coaching on the teachers who most need it at each participating campus.

While CCISD currently operates an effective teacher mentor program that assigns a qualified, experienced mentor to each teacher new to the profession, the proposed program will expand mentorship offerings to other teachers whose background may not have prepared them fully for an effective teaching career.

The enhanced teacher mentor program will assign a mentor to each participating teacher. Mentoring will include collaborative planning sessions with the new teacher and the mentor along with peer observations. The proposal will provide six days of professional learning for Lead Mentors on each campus prior to the beginning of each school year, covering topics such as: understanding the new teacher; reason for training and mentoring; determining the skill level of new teachers; significant areas of support for new teachers; mentoring skills and developing a system of support; recruiting and retention; steps to success; when new teachers need what; type of support; mentor characteristics and selection; working with adult learners – learning styles and personalities; barriers to adult learning; how to listen; coaching – building trust and problem solving how to read goals; mentoring, coaching, and teaching – when to use which skill. The program will also provide six hours of training for campus mentors through the campus Lead Mentor, with topics such as: new teacher characteristics and challenges; stages of development; adult learners. Lastly, the enhanced mentor program will provide three hours of training for "campus buddies" through the campus Lead Mentor, helping teachers who are new to CCISD learn about the district, their campus, general expectations; and "the CCISD-way."

The induction system will also including new teacher curriculum courses for first- and second-year teachers. New teacher curriculum courses will review key CCISD-specific curriculum modules and the related Texas Essential Knowledge and Skills (TEKS) to ensure that new teachers are adequately prepared to teach the content at their assigned level. These courses will align to CCISD adopted pedagogy with a focus on personalized learning based on the Technology Integration Matrix (TIM). These courses and the TIM are described in more detail in the section under **"Statutory Requirement 5".**

The program will provide coaching support for new teachers through one-on-one coaching sessions with an instructional coach for teachers in their first through fourth year. The program will enable CCISD to hire one instructional coach for each elementary, intermediate school, and Clear View High School (CVHS), and two instructional coaches for the high school. The proposed coaching program is called "Custom Coaching" because it tailors the coaching at each campus to the specific content needs and/or teacher profile of that campus, to include coaches for ELA, Social Studies and New Teachers.

<u>Mentorship</u>

- The mission of the CCISD Mentor Program is to facilitate the growth of novice teachers through partnerships which encourage reflective practice, improve the instructional repertoire, and increase student performance.

- The Mentor plays a crucial role in the success or failure of the novice teacher. Serving as a coach, confidante, role model and tutor, the mentor must be a constant source of support and encouragement, be accessible and approachable, and must develop a genuine relationship with his/her mentee built on mutual trust and respect. The mentor must be passionate about mentoring new teachers, never forgetting what it is like to be a novice teacher.

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How Mentoring Works in CCISD...

- **Mentors and buddies** are provided to each new teacher in CCISD.
- Mentors and buddies are **matched across-district** for campus teachers in fine arts, special education, career and technology, and other areas as needed.
- Mentor Program Staff provide **training and support** for Mentors, Lead Mentors, and Campus Administrators.
- Mentor Program Staff meet and **communicate regularly** with new teachers, Mentors and Lead Mentors.
- Several **professional development opportunities** are afforded new teachers throughout the year including New Teacher Orientation, First Year Teacher Academy and The Effective Teacher Workshop Series.
- Facilitate **classroom observation** opportunities for new teachers and mentors.
- **Social networking** is organized through monthly events and workshops geared for new teachers.
- **Online resources and discussion boards** for all mentor program participants.
- **Funding** is allocated to support Mentor Program activities.

We believe the **mentor** plays a crucial role in the success or failure of the novice teacher. Serving as a coach, confidante, role model and tutor, the mentor must be a constant source of support and encouragement, be accessible and approachable, and must develop a genuine relationship with his/her mentee built on mutual trust and respect. The mentor must be passionate about mentoring new teachers, never forgetting what it is like to be a novice teacher.

- The mentor is paid $300 for the year of service and receives 12 hours of professional growth credit.

Responsibilities of the Mentor

- Promote the personal and professional well-being of a colleague through an intentional, interactive, and dynamic mentoring process.
- Provide support for novice teacher in all aspects of their first year including instruction, curricular/content, physical classroom, technology, classroom relationship, institutional, and social/emotional.
- Provide **Curricular, Content, and Instructional Support** for the novice teacher through observations, lesson planning collaboration, coaching instructional strategies, PDAS support and reflection conversations on goals.
- Provide **Physical Classroom and Institutional Support** for the novice teacher by assisting with room set-up, management of materials, textbooks and classroom supplies, organizational strategies, room logistics, campus procedures and paperwork expectations, and campus maps and staff identification.
- Provide **Technology Support** for the novice teacher by assisting with technology checkout procedures, classroom technology set-up, and use and procedures with all campus and district technology applications and expectations.
- Provide **Classroom Relationship** support for the novice teacher by assisting with parent/community communications, student discipline and classroom management.
- Provide **Social/Emotional** support for the novice teacher by providing listening/venting opportunities for personal issues and problem-solving, networking with colleagues and forming social connections, assistance with relocation and new-to-area advice, and by providing opportunities to develop trusting relationship.
- Use Mentor Program Calendar to determine areas of discussion for meetings and goal-setting as needed.
- Attend all mentor meetings held by Campus Lead Mentor and/or Mentor Program Staff.
- Participate in Campus and/or District orientation for all new teachers prior to start of school.
- Work with Campus Lead Mentor and Administration to implement and facilitate all Campus Mentor Program activities.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

This proposal will support improved teacher effectiveness through a series of observations that will help teachers set and reach self-improvement goals each year. Teachers will undergo at least four observations throughout the school year focusing on significant areas of support identified in research and previous observations. These observations will be performed by campus administrators, instructional leaders, content and/or other instructional coaches, and mentors.

First, every teacher in CCISD will undergo observation by an appropriate administrators or other instructional leader. At each campus, personnel qualified to perform observations under the PDAS and/or LEADS (Lead Educator Appraisal and Development System, explained under Statutory Requirement 3) criteria will observe each teacher at least once each year. Per PDAS and/or LEADS guidelines, these observations will utilize the appropriate rubric from each system, assessing effectiveness in the appropriate domains.

Because LEADS is a new initiative at CCISD, this proposal will explain certain domains of the system. The LEADS Domain concerned with observable practices is Domain 1. LEADS evaluation requires a minimum of one fifteen-minute annual observation using the CCISD Walkthrough Form; a Teacher Self Report I (GAP Analysis); a second Teacher Self Report ("II"), and an annual conference. At the end of each year, the teacher and appraiser/administrator complete a LEADS End-of-Year Summative Report together.

Domain I evaluates the teacher with regard to Instruction. The critical standards of Domain I are: The teacher implements and aligns instruction to the district/campus initiatives; The teacher establishes and maintains a classroom environment that includes procedures for discipline management and promotes highly-successful, actively-engaged students resulting in improved academic performance; The teacher utilizes student performance data/assessments and district curriculum to drive instruction, intervention, and enrichment to meet individual student needs; The teacher fosters an environment for students to become active, creative thinkers and self-directed problem solvers to enable them to become leaders of tomorrow; The teacher provides evidence of self-reflection concerning instructional improvement and growth.

In addition to PDAS and/or LEADS observation, teachers in the first through third year of teaching will also undergo multiple observations with their assigned mentor who is trained in—among other topics—observation of new teachers. Because newer teachers tend to struggle more with classroom management and basic instructional strategies, these observations will likely focus more on these issues. The observations will also document and track progress on goals that the new teacher and mentor set together. The mentor and new teacher will meet regularly to discuss the new teachers' professional goals and assess their progress.

Additionally, the Professional Learning Community (PLC) Lead at each campus will observe each new (less than three years of experience) teacher at least once each year. PLC Leads will be particularly knowledgeable in the CCISD Common Learning Framework (CLF) and in observing teachers and assessing their adherence to the CLF. These observations will assess alignment with CCISD strategies, adherence to the Common Learning Framework, best practices in instruction, use of instructional technology, etc.

Finally, coaches on each campus will observe teachers who teach within their content area to ensure alignment with state and district curriculum. Coaches in each content area will have received specific training regarding the instructional strategies best suited to their content area and grade level, including pedagogical techniques, differentiation of instruction, and use of instructional technology.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

CCISD will use a dual formal teacher evaluation process to evaluate teachers at their level of growth and development, using an evaluation rubric that best fits their experience and skills level at the time of evaluation. As mentioned in the previous section, CCISD uses PDAS to evaluate teacher effectiveness, but has recently begun implementing a reformed model of teacher and administration evaluation called the "Lead Educator Appraisal and Development System (LEADS)", which evaluates teacher effectiveness across three domains: Instruction, Professional Development, and Interpersonal and Professional Conduct. At this time, all CCISD administrators are being trained in the LEADS system. By the start of the grant period, all CCISD campus administrators will be LEADS-trained.

LEADS evaluates teacher effectiveness across seven domains, ranging from alignment with district/campus initiatives, pedagogy and instructional practice to professional development, personal interaction, and collaboration, among others. LEADS evaluation requires a minimum of one fifteen-minute annual observation using the CCISD Walkthrough Form; a Teacher Self Report I (GAP Analysis); a second Teacher Self Report ("II"), and an annual conference. At the end of each year, the teacher and appraiser/administrator complete a LEADS End-of-Year Summative Report together.

In evaluating teachers on LEADS Domain I, administrators will note whether the teacher **Aligns Instruction to the District/Campus Initiatives,** including the CLF – Common Learning Framework; Writing Across the Curriculum; Balanced Literacy; the Campus Improvement Plan; Use of Best Practices in the delivery of instruction; and Integration of Technology as a tool. Administrators will also evaluate whether the teacher promotes **Highly Engaged Learning** that is Personalized and Engaging; Offers Regular & Specific Feedback to Students; Promotes respectful management; and Encourages risk taking.

Domain II of LEADS deals with professional development. The Critical Standards of Domain II are: The teacher attends professional development activities above and beyond the campus/district required staff development. The professional development must be aligned with the state and district curriculum relative to the teacher's assignment; The teacher's professional development goals are to support student improvement; The teacher seeks out appropriate opportunities for professional development and systematically applies new knowledge in his/her classroom; The teacher initiates activities to contribute to the profession, such as mentoring new teachers and/or making presentations; The teacher demonstrates through conversations and/or actions self-reflection that leads to meaningful and effective professional development. Domain particularly emphasizes self-reflection, analyzing why learning happened and what can be done to improve student achievement.

Domain III of LEADS deals with Interpersonal and Professional Conduct, and are directly tied to the existing Texas statewide system (PDAS).

As part of its Educator Excellence Plan, CCISD will implement LEADS throughout the district. At the campuses participating in the EEIP project, LEADS implementation will also involve PLC leads, teacher mentors and content coaches to ensure wraparound support for teacher development.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The CCISD Educator Excellence Plan calls for extensive modifications to school schedules, professional development calendars, and teacher planning periods to allow for regular collaboration opportunities within the school week. This requirement represents one of the greatest ongoing challenges of fostering collaboration for teachers. At CCISD, we currently employ a variety of mechanisms to provide common planning time. At CCISD high schools, teachers use late-arrival, early-release and teacher in-service days to collaborate. As part of the Educator Excellence Plan, CCISD will formalize these "Collaboration Time" strategies, while also adding more such as an occasional modified seven-period day, the use of substitutes, and common planning periods for teachers in the same content area. The CCISD Educator Excellence plan will also integrate the use of technology as a collaboration tool for teachers, through our newly-implemented "Latitude to Learn" (L2L) initiative, which provides a platform for professional collaboration as well as multiple professional development opportunities.

For high schools, CCISD schedules 1-2 late arrival days each semester. For all campuses including elementary, intermediate and high schools, the district schedules 4-6 early release days each year. Additionally, the district will research and alternative day schedule to include job-embedded time for PLCs to meet weekly. For example: a Modified 7 period day: Monday All 7 classes; Tuesday Odd Classes in Block; Wednesday Late Start to equal one class and all even classes; Thursday and Friday all 7 classes. (Or something similar).

As part of the Educator Excellence Plan, each campus will provide common planning time for teachers in ELA, math, science and social studies. All schools (elementary, intermediate and high schools) will dedicate time weekly during the school day for PLC collaboration and planning. This time will be provided through a combination of early dismissal/late arrival days, common planning periods, substitute teachers, and common planning periods. At one campus (McWhirter), common planning time will integrate with a Professional Development Laboratory School (PLDS), where pre-service teachers and interns practice skills, teachers train to be better in their craft, and the two groups receive extra time to observe, critique and compare notes with others.

CCISD's Latitude to Learn (L2L) initiative provides another important collaboration opportunity for teachers. This initiative, which began in 2013 and will continue rolling out into 2015, provides a Dell Latitude tablet to each teacher and to all secondary students. This initiative leverages technology to enhance the use of the Common Learning Framework instructional strategies; provides engaging professional learning opportunities for all employees based on their professional interests and needs; and increases technology resources that allow for professional collaboration. All CCISD teachers receive extensive teaching in using the Latitude as both an instructional and a collaborative tool, allowing them to provide immediate access to global resources (such as Edmodo, wikis and blogs), enhance opportunities for student collaboration, and develop partnerships with other digital learning communities.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Through comprehensive professional development and a reformed evaluation system, CCISD will achieve a professional learning framework that handles all aspects of the learning process, ensuring that each staff member will participate as part of a collaborative team and a professional learning community, and will continue to improve and reflect on their practice. The district will achieve this through collaborative, research-based professional development opportunities at the district and campus level, centered on our Common Learning Framework, a variety of district- and campus-based collaborative professional learning opportunities, and our Latitude to Learn (L2L) technology integration initiative.

The CCISD Common Learning Framework (CLF) is a comprehensive, research-based and coordinated professional development structure for the entire district that focuses on student engagement through cultural change and designing engaging work, toward the end of developing a Culture of Engagement. The CLF employs six key Strategies:
- Collaborative Group Work: bringing students or staff members together in small groups for the common purpose of learning and engaging.
- Talking to Learn: Creating space for students to articulate their thinking and strengthen their voice.
- Effective Questioning: Challenging students and teachers to use good questions as a way to open conversations and further intellectual inquiry.
- Writing to Learn: A strategy through which students can develop their ideas, their critical thinking ability and their writing skills.
- Scaffolding: Helping students connect prior knowledge and experience with new information.
- Literacy Groups: Providing students with a collaborative structure for understanding a variety of texts and engaging in a higher level of discourse.

Additionally, the CLF created teams of administrators and teachers on each campus to receive CLF training, which they in turn disseminate to the rest of their campus. The CLF team on each campus attends intensive training on the six key strategies, and develops their own customized training modules to enable them to share the strategies with their campus colleagues, teachers and administrators alike. Through this process, the CLF better ensures that the District's high-priority learning standards are reflected throughout each campus. The CLF optimizes instructional effectiveness at the classroom level, recognizes the needs for instruction that is tailored to the needs of the individual student, and allows for teachers to become learning leaders who facilitate students in their efforts to achieve mastery of our standards.

CCISD will provide the following supports to help ensure teacher effectiveness:
- Utilize peer presentations on training received;
- Ensure common planning time is part of the master schedule;
- Use common planning time to develop effective collaborative teams;
- Provide weekly TIS trainings to ensure technology is understood and integrated as appropriate into the curriculum;
- Provide multiple opportunities for teaches to be part of a collaborative team – campus-identified challenges, grade-level, curriculum-based, cross-disciplinary;
- Use a cycle of continuous improvement to refine teaching quality and improve student learning at collaborative team meetings

CCISD has also provided extensive access to technology tools and training to ensure that teachers develop 21st-Century skill to share collaboratively with students and with other teachers. The Latitude to Learn (L2L) program follows the Technological Pedagogical Content Knowledge ("TPACK"), a research-based model of integrating Technology, Pedagogy, and Content Knowledge. Developed by Dr. Matthew J. Koehler, TPACK attempts to identify the nature of knowledge required by teachers for technology integration in their teaching, while addressing the complex, multifaceted and situated nature of teacher knowledge. Dr. Koehler's work is summarized as follows: At the heart of the TPACK framework, is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK). The TPACK approach goes beyond seeing these three knowledge bases in isolation. The TPACK goes further by emphasizing the new kinds of knowledge that lie at the intersections between them, representing four more knowledge

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bases teachers applicable to teaching with technology: Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and the intersection of all three circles, Technological Pedagogical Content Knowledge (TPACK). Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between these components of knowledge situated in unique contexts. Individual teachers, grade-level, school-specific factors, demographics, culture, and other factors ensure that every situation is unique, and no single combination of content, technology, and pedagogy will apply for every teacher, every course, or every view of teaching.

CCISD staff is directly familiar with extensive research that shows the effectiveness of job-embedded learning models of professional development, The CCISD professional development plan also calls for the provision of job-embedded professional learning for collaborative teams. The Educator Excellence plan in this proposal will provide a district-level Professional Learning Community (PLC) coordinator to support the implementation of PLCs on each campus. This position will also establish PLCs for principals and other district leaders in order to build capacity within the school district to implement PLCs in other schools not directly funded by this grant; the PLCs will:

- Utilize formal and informal student assessment data to determine team learning goals;
- Explore personalized learning opportunities for students;
- Provide common planning time for teachers in ELA, math, science and social studies; and
- Dedicate time weekly during the school day for PLC collaboration and planning. This time will be provided through a combination of early dismissal/late arrival days, common planning periods, substitute teachers, and common planning periods.

As an example of how PLCs will operate to improve teacher effectiveness,

Additionally, teachers will receive extensive training in collaboration techniques by providing Job-Embedded Learning models to determine which model fits each campus based on their needs, and by training instructional facilitators to assist with building the trust and team necessary to address the campus needs a PLC is addressing.

Finally, the CCISD Educator Excellence plan will utilize new teacher curriculum courses for first- and second-year teachers. New teacher curriculum courses will apply best practices and CCISD-specific instructional strategies and resources to the curriculum to ensure that new teachers are adequately prepared to teach the content at their assigned level. For example, Fourth and Fifth grade English-Language Arts teachers can take a focused curriculum course that helps ensure alignment with Sixth grade curriculum. These courses also align to CCISD adopted pedagogy with a focus on personalized learning based on the Technology Integration Matrix (TIM).

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The CCISD Educator Excellence plan calls for a variety of strategic compensation strategies that differentiate compensation based on additional responsibilities that teachers assume. While CCISD currently uses a strategic compensation plan that provides additional compensation for teachers in shortage areas, mentors, and other teachers who accept additional responsibilities, this proposal calls for additional differentiated compensation for teachers who serve as PLC facilitators, mentors and instructional coaches.

As part of the Educator Excellence Plan, CCISD will recruit master teachers to serve as PLC facilitators and compensate these teachers with a stipend. CCISD currently provides a stipend for mentor teachers who mentor new teachers; under the Educator Excellence Plan, CCISD will assign a mentor to each teacher in their second or third year, and provide stipends for those mentors as well. Currently, CCISD uses instructional coaches to support math and reading instruction. The Educator Excellence Plan calls for additional coaches in Social Studies, ELA and specific subject and/or grade-level areas as determined by individual campus needs. CCISD will provide extended contracts (additional days) for these coaches to prepare and deliver curriculum and/or pedagogical support to new teachers.

The PLC Leads at each campus will receive a stipend of up to $2,000 per year as compensation for the additional responsibilities of their leadership role in facilitating the PLC on their campus. Mentors under the EEIP grant will receive a stipend of up to $2,000 per year, depending on the needs of their mentee teacher and the level of involvement required for that mentor/mentee relationship. The Custom Coaches under the EEIP grant will receive extended contracts that include additional days for them to develop curriculum and pedagogical support materials, deliver content and collaborate with teachers, and meet with new and/or less experienced teachers.

CCISD also uses Title II and local funds to cover professional development costs for teachers, and tracking of Professional Development growth through our Eduphoria workshop-tracking system, which tracks each teacher's professional development courses and credits, creating an individual portfolio that the teacher can use to set personal growth goals and optimize their professional development.

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Growth Opportunities for Educators in Clear Creek ISD

Educator with 0-1 yrs experience	1st Year Teacher
Educator with 1-2 yrs experience	2nd Year Teacher
Educator with 3+ yrs experience	Teacher Mentor Department Head Instructional Coach Master Teacher Certification National Board Certification
Administration (Tier 1)	Coordinator Assistant Principal Dean of Instruction
Administration (Tier 2)	Associate Principal Principal Director Executive Director
Administration (Tier 3)	Assistant Superintendent Deputy Superintendent Superintendent

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 084910	Amendment # (for amendments only):

Statutory Requirement 7: <u>Preferred</u> - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

CCISD utilizes an extensive set of recruitment and hiring processes to determine applicant quality. In the CCISD Superintendent's Targets that guide our strategic planning, Goal #1 is Student Success. In support of this goal, the district has developed a human resources system focused on supporting effective teaching and student achievement. Additionally, Goal #3 of the Superintendent's Targets is Effective Staff ("We will recruit, develop and retain compassionate, effective, innovative and highly motivated staff").

In support of these goals, CCISD developed plans to provide recruitment and retention initiatives of the Clear Creek Independent School District's Human Resources Department and identify best practices that lead to employing professionals who share in our mission focus of educating and equipping all students to excel in the 21st century.;

Student Teacher Partnership Agreements are currently in place with the following universities and alternative certification programs:
- Lamar University
- Prairie View A & M University*
- Stephen F. Austin University
- Texas A & M University
- Texas Southern University*
- Texas State University
- West Texas A & M University
- University of Houston – Clear Lake
- University of Houston – Main Campus
- University of St. Thomas
- UTMB Galveston School of Health Professions
- ACT Houston ACP
- ESC Region 4 (Houston) ACP
- Texas Teachers ACP
- Web-Centric ACP
- Kent State

*New University partnership for 2013-2014

Of 313 teachers new to CCISD in 2012, 30% were new to teaching (0 years of experience), and another 14% had 3 or fewer years of experience.

HR developed a Conceptual Framework to deliver a human resources strategy that is centered on staff effectiveness to directly support student achievement. The district has created highly selective teacher recruitment and retention programs with partners that bring in large numbers of highly effective teachers.

CCISD Board of Trustees Policy DAC (Local) specifies objective criteria for personnel decisions, including the following:
- Academic or technical preparation, supported by transcripts.
- Proper certification for grade level, subject, or assignment, including emergency permits and endorsements for specific subjects, programs, or positions.
- Professional accomplishments and experience.
- Recommendations and references.
- Appraisals and other performance evaluations.
- The needs of the District.
- The needs of the campus or worksite.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The CCISD Educator Excellence plan calls for the use of newly developed processes to provide professional learning for teachers preparing to advance their role on their campus or within the district (lead mentors, academic coaches, trailblazers, administrators, counselors). Our job-embedded teacher-leader development program will include a "Leaders in the Classroom" program so teachers do not have to leave the classroom to be a Leader, and will create Action Plans to assist teachers in learning, practicing skills, and receiving recognition as a Leader. The plan also calls for the development of extensive new training materials to meet the needs of each Action Plan with checks and balances.

As part of the CCISD Educator Excellence Plan, the district will develop professional learning "pathways" for teachers to pursue their aspirations. Pathways could include:

- Aspiring Administrators
- Aspiring Coaches
- Aspiring Curriculum Leaders
- Aspiring New Teacher Mentors

Partnership Goals:

- Established for the completion of clinical teaching, internship and/or a capstone student teaching experience required by the State of Texas, the State approved program and the State Board for Educator Certification for the certification of teachers.

    o University Student-Teacher Partnerships
    o Alternative Education Program Clinical-Teacher Partnerships
    o Graduate Internships and Field-Based Courses

- Provide an appropriate and meaningful student-teacher/clinical teacher/internship placement that allows the student to meet all certification requirements outlined by the certification program.

    o Give the student a meaningful and intensive on-the-job training experience
    o Assist in the development and application of knowledge and skills
    o Meet guidelines for state certification

- Provide a highly-qualified mentor teacher who meets the requirements set forth by the certification program guidelines.

    o Contribute to the training of professionals in educational careers
    o Work collaboratively with university and program supervisors
    o Mentor and provide feedback for growth and development

- Creates an effective teacher pipeline to fill open and vacant positions once these individuals are degreed and/or fully certified.

    o Establishes an applicant pool of certified teachers trained by the district
    o Enables ease in transition for new hires
    o Provides competent and skilled staff

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD promotes teacher excellence through a variety of well-planned and integrated approaches. However, with thousands of teachers throughout the district, and hundreds of new teachers hired each year, the district struggles to meet the recruiting, induction, mentoring, evaluation and professional development needs of so many teachers with the limited budgetary resources available. As mentioned previously, of 313 teachers new to CCISD in 2012, 30% were new to teaching (0 years of experience), and another 14% had 3 or fewer years of experience. Our mentoring program provides a mentor to each new teacher, of which we hire around 100 each year. However, various studies, as well as our own surveys of teachers, indicate that the need for mentoring and support persists well beyond a teacher's first year. Moreover, teachers who have one or two years of experience but are new to CCISD also need mentoring to help them understand our best practices, policies and procedures. Our local budget does not allow for us to provide mentors to teachers beyond their first year of teaching, so these needs currently go unmet. Furthermore, serving as a mentor to a new (or new-to-CCISD) teacher requires a strong combination of experience, personal skills and training. Again, we lack the budgetary resources to provide the necessary training for the dozens of mentors we need at the participating campuses.

CCISD implements PDAS and other campus-based evaluations on a regular basis, and is working to implement its LEADS evaluation system, as described in other sections. However, with the numbers of new teachers hired each year, these evaluations fall short of providing the support that newer teachers need. As countless studies and testimonials have indicated, newer teachers need evaluation and observation from mentors and coaches who are not their supervisors. They need the type of two-way interactive communication that takes place between an experienced, trained mentor and a new teacher who is eager to learn. Again, the need for additional training, observation time, and collaborative planning/mentoring/coaching time for our new teachers to thrive and grow far outstrips the budgetary resources available. CCISD believes strongly in job-embedded learning that develops teacher-leaders from the ground up, which means the district supports teacher professional development through collaborative networks and small campus groups, such as Professional Learning Communities. Ideally our campus administrators and instructional leaders would provide this support; indeed, our Common Learning Framework and Professional Development Plant dictate that leadership do so. However, with growing numbers of higher need (At-Risk, Economically Disadvantaged, and Limited English Proficient) students each year, budget constraints, and a constant influx of new teachers, these leaders find it challenging just to maintain high standards in everyday instruction, much less provide the additional support teachers need. By providing additional support to campuses in the form of PLC Coordinators and Campus PLC Leads, this grant will enable campuses to support teachers to the extent needed to ensure success.

In a December 2013 study of 387 CCISD high school teachers, 74 teachers reported less than 5 years of experience. Although 81% of teachers with less than 5 years of experience consider themselves as proficient or expert users of technology, they struggle with how to support students with technology for instruction and learning. Also, Teachers with less than 5 years of experience struggle with encouraging students to use technology to take notes (35%), complete assigned reading (22%), or communicate with other students (30%). These same teachers do not feel that their students would be better at future ready (21st century) skills if they had a tablet computer including problem solving (28%), critical thinking (27%), or communicating with others (43%). While 51% of teachers with less than 5 years of experience feel that they know how to personalize instruction using technology for high achieving students, they are less likely to know how to personalize instruction using technology for students who are Limited English Proficient (28%), students who receive Special Education services (35%), or student who are academically struggling (45%). 45% of these teachers prefer students to use paper/pencil instead of technology. 50% believe students do not participate in class more often when they use technology. 56% believe students would not be more likely to submit assignments online rather than paper.

Similarly, CCISD finds strategic compensation challenging in this restricted budgetary environment. While the district does provide a small stipend for new teacher mentors, there are limited resources to provide additional compensation for other mentors, coaches, or PLC Leads. The grant would enable CCISD to provide this additional compensation that 1) Encourages more experienced and "master" teachers to accept greater challenges and responsibility; and 2) Provides newer teachers with future pathways to develop as teacher-leaders.

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Schedule #17—Responses to TEA Program Requirements		
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TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity	Begin Activity	End Activity
Hire two PLC Coordinators	04/01/2014	06/01/2014
Identify content areas, levels, etc that need coaches	04/01/2014	09/01/2015
Identify Custom Coaching candidates	05/01/2014	08/01/2015
Identify potential teacher-leaders at each campus	05/01/2014	06/30/2016
Train PLC Coordinators in CLF, PLC concepts, etc.	05/01/2014	06/30/2016
Recruit up to 38 new or renewed mentors	06/01/2014	08/01/2015
Train PLC leads at each campus	06/01/2014	08/01/2015
Train 6 Custom Coaches to assume leadership role	06/01/2014	08/01/2015
Provide leadership training to at least 76 teachers	06/01/2014	06/30/2016
6 Custom Coaches provide support to teachers	08/01/2014	06/30/2016
Use PLC Coordinators to support PLC development	06/01/2014	06/30/2016
Coordinators provide support to campus PLCs	06/01/2014	06/30/2016
Provide mentor training to all CCISD mentors	07/01/2014	09/30/2015
Identify up to teachers who need mentoring	08/01/2014	09/30/2015
Promote 76 teachers into PLC lead or mentor roles	08/01/2014	06/30/2016
76 teachers provide support to other teachers	08/01/2014	06/30/2016
Campuses train and promote up to 38 PLC Leads	08/01/2014	06/30/2016
Mentors/mentees collaborate, observe, etc.	08/15/2014	06/01/2016
Campus Collaboration take place weekly	08/15/2014	06/30/2016
Provide weekly collaboration time for PLCs	09/01/2014	06/01/2016
PLC leads and teachers evaluate, observe, etc	09/01/2014	06/01/2016
Evaluate PLC program effectiveness.	05/01/2015	06/30/2016
Evaluate the job-embedded teacher-leader program	05/01/2015	06/30/2016
Evaluate Mentor Program Effectiveness (annual)	05/01/2015	06/30/2016

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084910	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD staff developed this grant proposal in consultation with campus administrators, campus instructional leaders, curriculum coordinators and teachers. The Needs Assessment incorporates input from all campuses derived from their Campus Improvement Plans and from surveys and other input solicited from campus instructional leaders. In addition, the Project Team used data from surveys of specific groups of teachers (such as teachers with less than five years of experience and high school teachers using new instructional technology), CCISD also surveyed every teacher at each participating campus, asking whether they support the proposal. While there were a few negative responses, teachers responded in overwhelmingly positive fashion. Upon program funding, district staff will work with campus leaders to help faculty better understand the purpose of the program. Survey results are summarized below:

Campus	Responses	No	Yes
Clear Creek HS	113	11	102
Clear Creek Int.	17	1	16
Clear View HS	26	1	25
League City Elem.	28	1	27
McWhirter Elem.	63	4	59
TOTALS:	**247**	**18**	**229**

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For years one and two, CCISD proposes to include the following campuses:

Clear Creek High School
Clear View High School*
Clear Creek Intermediate School*
League City Elementary School*
McWhirter Elementary School*

*Indicates Title I School Wide program school.

CCISD selected these schools because of the student needs, teacher profiles, and instructional needs of each campus. Additionally, their relationship as a feeder pattern (with the addition of a district charter) lends itself to the development of larger Professional Learning Communities and better collaboration between campuses.

As the program progresses, CCISD will conduct evaluations of the project to determine its effectiveness. Based on these and other data, the district may choose to expand and/or move the program to other campuses after the second project year, pending TEA approval.

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